

il/plan086 1
In the train.

4. VIII. 16.

My very dear Miss Mason,

If I wait till I get to Bangor to write this, you may have to wait till Monday to read it, so in spite of the jolts & the crowded carriages I will see what I can do to tell for about last night. Miss Hitching will decipher it.

Well, I counted brick bats, but of them later. There must have been 100-150 ladies there & they listened with deep attention & evident sympathy. Mr. Russell read it as he always does, perfectly. He had cut it down to 20 minutes & this meant omitting all the children's part & a great deal more. I could bear this better because I knew it was all sitting on the table for them to have afterwards. They all claimed them & I have written to Leedsworth to send 40 more. They are to study these & ask Miss Perry any questions. How they really were interested

a many of them touched me very much.
 Mr. Burrall took 30 minutes. I about 12 &
 Mr. Berry a possible 5 or 6 yet we were all
 heard at it for $1\frac{1}{2}$ hours.

Mr. Wood could not come.

Mrs. Stein had telegraphed at the last minute
 Mr. Woodcock who was also on the agenda, did
 not put in an appearance.

I should say that one might report: -

General feeling interested, deeply interested,
 Individuals. Mr. Berry, keen.

Mr. Hallam, neutral, Mr. Burrall fairly
 neutral but affectionate. Mrs. Dennis
 Limerick (Chair) antagonistic. Mrs. Cuyler
 who more or less runs the show, critical.
 Lady, Edward Talbot, dubious, Mr. Adams
 (wife of Prof. Adams, deeply sympathetic,
 Mrs. Allen, principal of Homerton has
 supercilious (but she did not attend the
 meeting, so does not count).

I tried to carry out Mr. Wood's suggestion of

2. Starting discussion & I think I succeeded
I was so much engaged in thinking how to
answer that I could not make notes of the
questions but they changed much on the slipping
of processing books. (Wentkins Committee have done it?)

How do we teach spelling (see this P's paper)

What about science

What about arithmetic (already done well in Council school
nothing recommended)

Why will not any books do? (see this Mason's paper)

Why should not all teachers choose their

own books & make their own time table?

Choosing books requires less experience & testing, quite at liberty to make own T.T.
Is there then anything left for the teacher
to do? see in Mason's - in P's - in Council's papers.

Then what did you understand by

teaching? Disciplined subjects must be taught, have already well
taught in Council schools - Mathematics, Eng. Gram: Drills,
Handwriting etc.

Then did you think every other method

wrong? Many methods have much in them that is useful but each one
teaches what it professes to teach - one thing here, another there. What is wanted
is a philosophy of education on terms on which to choose it - attention.

Why should children be made to work

to a time table, why not go on until the

subject is mastered? Some discipline is necessary in

see the Mason's paper. The Council's work done in a given time all tend to make
have the children need to read & attention

perhaps more than one. Could there

be no intensive study? Better, necessary as forming habit &
attention. Intensive study is cramming,
university of habit & attention formed.

In between each question or almost, came

the cry "more books"

would it not make for monotony if every school worked on the same line.

How manage with private reading when some children read so fast & some so slowly, how does this work out at the end of the term?

What about language teaching? Eng: Fam: already well kept in C. Schols. Language: hand by P.H.S. method of teaching English which includes dictation, spelling, composition, style, etc. ^{equivalent to} ^{to learn language} ^{up to discussion} ^{school}

Now of course there were many questions but these will serve to show you that they were all more a practice than theory & I am sure this was because too they were profoundly interested, they did not feel they had understood enough to discuss the deeper side of it. But I had a very strong feeling that they, nearly all felt more stirred than they knew & if we had been allowed to have each other without an audience we should quickly have come to real talk. They listened eagerly to your paper & after in discussion they looked at me with friendly eyes & we knew we were all wanting the same thing

211p5cm386
6. Mr. Berry is quite a dear, not at all
unlike Mr. Lytton in appearance & sweetly
open minded. He carried his flag valiantly.
There are 200 teachers attending the Education
course & two thirds are Elementaries.
Now for book bats.

I think I wanted gas, lachrymatory bombs
& shrapnel for Miss Lewis & I promised
myself that I would never read her
book again. Probably that book is at the
bottom of it because I suppose that if
people ~~do~~ make too much of handicrafts
they not only lose their sense of proportion
but are rather blind to the humanistic
side of education. Of course she was
terrified that the whole of the W. Riding
would rise a demand books. So she did
a little sum which was:- If books for
160 children cost £20, how much would
books for 200,000 children cost?
She also asked if I supposed that Highgate
is the very good school in the world.

I could not get them to believe how much the children love all the subjects tho' they, naturally, have special gifts. They asked how we produce this joy in lessons.

Mr. Hallane said that he grasped that the whole thing might be summed up in "Children are to read their own books & the teacher is not to interfere."

Mr. Brewster said he could not master one of Bacon's essays at the first reading.

Lady Edward asked futile questions.

Mr. Adams said nothing but went home & told his husband about it & he had a great deal of talk with me in the evening. He was really understanding & friendly & assured me that we need not really fear that we shall get more material in our educational ideals, because there is no danger. I wondered!

I liked Mr. Hallane; but like Woodrow Wilson, he wishes to remain neutral.

211 p7cm286

"Miss Lagoa" did not begin to discuss
because she would have had so much to
say - she thought I had been shocked enough.
I do not think I value her opinion particularly.
I dined & breakfasted with this distinguished
company & had much talk.

Dear, I never tried quite so hard to be
strictly orthodox, but such trying does
reduce one to the condition of the Centipede.

Thank you so much for the lovely message
which awaited me. How I would love to
come & see you & I can not going to pretend
I have any choice in the matter. As strictly
privately, I do not think it very good of
you to suggest such a thing when you must
be storing up strength for the winter. So just
I must look up the journey & see if I could
get over for a day. I must go to Rome
on the 21st so it must be Lagoa then. I do
not at all mind skipping a bit of the
highlands show. I have just caught up

ill p8cm286 9

of Professor Lindley looking very careworn.
I am in a carriage with 3 grownups & four
children will inevitably agitate & plenty
of good spirits, but very friendly &
nice.

Oh but it will be lovely to set eyes
on you & to trace our Peggy's a little
bit. I will write on Sunday & Monday
when I have studied the timetable, thank
you so much for the lovely invitation.
Do you remember the nest in the
bushes at Tisbury?

Such dear love from your loving

Ellen A. Tardiff

Liberal
Ed. & all
Movement

212. pl cmc 286

ST JOHN'S,
ILKLEY,
YORKSHIRE.

December 13th
1913

My dearest Mai!
Yesterday. I could not
write, as I spent the day in
Skipton. I went first to Mr.
Tofton's school. and he is quite
the right man to start our
work. The building is only two
years old - large - lofty - well
ventilated, and the children
are the happiest and brightest
I have seen for a long time.
I first looked at historical
drawings - full of life - then
at geographical maps made
with cardboard - showing relations

heights of mountain etc. All the neighborhood
around was worked in this manner.
The children on Saturdays - measuring
the ground - and noting position of
trees - houses etc.

A nature observation portfolio was
hanging on the wall - and any
child entered in his own writing
the day and time she saw a
special bird or insect, or any
habit she observed - also the
first appearance of leaves in the
spring. Each class goes away
for a day during the summer.
The parents studying 1st or 2nd a
week. This year - on standard
went to Ambleside - ^{just} ~~and~~ Studied.
Bridsworth - and the Ancient Mariner.
and visited Dove Cottage.

ST JOHN'S,
ILKLEY,
YORKSHIRE.

Every Autumn - Mr. Joflon
takes 20 of the oldest boys
and goes to London for a day - and
they find the tomb in West-minster
and St Paul's of the men they know
something about - and see the House
of Parliament - and Buckingham
Palace. A weather chart is filled

daily in each class room.

The girls of six can each say
a different piece of poetry - I
remember - I remember - the garden
of verse etc. and a small boy
of six told the Cinderella classic
in graphic language. The VIth & VIIth
were reading alone - boys + girls
together - they get books out of the
school or free library - and a list -

Rept of the books each child read
 in a year. One girl (12) was finishing
 Rendworth - a boy in the middle of
 Mearns. Another - Sam's Tale from
 Shaptespear - a girl - As you like it -
 full text - Tom Brown Schooldays.
 Treasure Island - Catriona and
 many other excellent books were
 being devoured. One girl had got
 an excellent and rather stiff Nature
 Book out, and was studying the
 habits of animals. Altogether - a
 living martir and living children.
 We read the "Parsi" to his teacher
 one evening this week, and all
 are anxious to work under you.
 I am sending the £3-3-0 for
 this year for him - as I want

ST JOHN'S,
ILKLEY,
YORKSHIRE.

to help in any way - and know
the West Riding will pay afterward.
But I want Mr. Gorton to have
every chance.

Then I went to see Mr. Townson.
Very nice man - very anxious
to work under you - but he
only sees details - not a whole.
The children were dead in
comparison - reading Chatterbox
and what Paty did - etc. - at 12
and 13. His hobby is teaching
the children from the beginning
to write - without lines - and
the success is surprising.
He also teaches excellent singing.

Art very good. Confined to pen
pencil drawing - and then copying
pictures in oils - which are framed -
of which he is inordinately proud.
He is so well meaning - and shall
also prepare his scheme - but he
has no grasp of the subject.
But he is so keen that I will
go over from time to time - and
try to help.

The enclosed came from Miss Ambler.
who is quite determined to start.
and who will also prepare her
scheme under you. I have written
to ask her if she is going to do this
at once - as I want to pay her
fee -

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ILKLEY,
YORKSHIRE.

Keyhole is so well off -
that they can pay their.
Would you like Mr. Joplin to
come over in the holidays - and
discuss the scheme - timetable
and all? He is too nice to
tire you - and he has the
divine spark within him.

The essay will greatly interest
you - and prove your principles.
May I have it back - as it is
worth keeping. Miss Miford's
literary style is so happily caught.

I am also sending you the
latest attempt of a public school
to help the boys to care for food

literature. It gave me a physical
pain to find that in the ideal
lesson. the poor dupe-dile are directed
and operated upon. until all
the poet's fancy - and their colour
and colourism was absolutely lost.
Boys of 15 - ought to know the
meaning of a vacant and pensive
mood - lost - found - etc.

It is written by Roger Raven.
a friend of Dorothy's - so he
will now receive a copy of
the Basis - and rise from its
perusal - a gladder and a wiser
man.

How much to say!
Ever your loving
Linn

December 14th
1913.

Cheque returned.
I think Mrs.
Pioneer School
must not pay.
very
freeing.
Dearest.
has broken
up? then
of his own his own - Am.

ST JOHN'S,
ILKLEY,
YORKSHIRE.

213 P10MC286

My dearest Mai
A visitor came just
as I had finished writing
to you - and I forgot to
put in the cheques.

I scarcely dare think yet
that we are going through
an open door into a wonderful
new world. I feel we
must meet with some
obstacles; but of this I am
certain - that we shall come
into the world, if each

21 NOV 72
11:15 PM
JOHN H. ROY

step is taken with eyes fixed
on the horizon. Thoreau said
I believe - No man is happy
who does not see a far
horizon - and his words have
run in my head since the
Teacher's meeting.

Please know that the above
is addressed only to myself.
Miss Drury would be an ideal
missioner. She understands the
thy Teacher's mind.

May I come sometime and
hear lessons given?
Give my love to Miss Kibben
and Miss Drury - How beautifully
friends increase with years!
Love you Linn

214plcmc 286

Copy.

The University,
Leeds.

15th December, 1920.

Dear Sir Dorabji,

Miss Charlotte Mason, the foundress of the Parents' National Educational Union, is a teacher of very remarkable insight with an inspiring personality, great concentration of purpose and literary gift. Though now elderly and delicate, she is the animating force of a widespread and well organised movement, which is centred in Ambleside where she lives.

Her influence has been humanising, and an excellent corrective to tendencies towards mechanical routine in school organisation. She lays great stress on wide reading, and encourages children to read standard books for recreation.

The effects of her teaching have been most widely felt in the private instruction given by women teachers who have small groups of children to teach in the homes of their employers. Miss Mason has raised the standard, and has greatly widened the outlook of many private governesses. She has kindled among parents a new interest in education - especially among the more thoughtful parents of the well-to-do classes. Her "House of Education" has trained many women who teach in private homes.

And now she is applying her idea to many elementary schools, where the results have been liberating, humanising and individualising, especially on the side of literary study -

(including in literature, history, geography, and art).

One may say that she is a powerful enemy of cramming, of learning by rote, and of all kinds of teaching which deprive the pupil of the self-training which comes through independent work.

In the humanistic studies she pleads for the self-activity which is the main principle of Dr. Montessori's doctrine as applied to the sense-training of young children.

You are likely to find, among the teachers whom Miss Mason has trained, many with fine educational ideals, and with successful experience in kindling the interest, and refining the taste, of small groups of children, educated at home and in comfortable circumstances.

The girls who will come to your School at Poona will, many of them, come from homes of a corresponding position and from private tuition.

On this side of the question, I am hopeful that you may come across a candidate with satisfactory qualifications and with the right kind of skill.

What I am less sanguine about is your finding anyone in this quarter who has experience of boarding-school life and who would be able to adapt to Indian conditions the best experience gained in such schools in England.

Furthermore, it would be necessary to find someone who had had experience in organising a school, as distinct from a small class of pupils.

I hope what I have written will be of service to you in your consideration of the matter.

Believe me,

Yours sincerely,

M. E. Sadler.

17th December, 1920.

Dear Sir Michael,

I think Sir Dorebj Tata has told you that through my brother he has become interested in the P.N.E.U. and is thinking of having Miss Mason's teaching and one of her students for his new boarding-school? I feel sure that her liberal curriculum, of course somewhat adapted, is the answer to his search for a more humanising education, at least for the upper class Indian girls.

Sir Dorebj has shown me your letter, which gives me great pleasure in your wise appreciation of Miss Mason's work. At the end of your letter you naturally comment on the unlikelihood of there being any lady trained by Miss Mason with boarding-school experience or experience of organising a new movement. I say "naturally" because I do not think you have been intimately in touch with the work (except in connection with the elementary schools) of late years. As a matter of fact, the Training College has been in existence for over 30 years and during that time many of the 400 odd students have had this experience. Very few

go now as governesses in private families; there are not enough to go round. There are about ten ladies who would, I think, be suitable for Sir Dorebj's post. Of these ten none are actually free at the moment, but I have persuaded Miss Mason to release Miss Devonshire who is now Head of the Practising School at Ambleside. Sir Dorebj is to see Miss Devonshire this week-end and I have asked him to arrange for you to do so too - naturally he would think most highly of your opinion, knowing as you do Indian conditions as well as English. I am therefore troubling you with certain details with regard to Miss Devonshire.

She is of extremely good social standing; her brother has a high legal position under Government in Egypt. She has personality; she has had a school of her own and considerable responsibility in Buenos Ayres, where this summer they tried to induce her to start a boarding-house for young men who were alone in the town, to mother them and to help them. This shows you what sort of woman she is. As regards actual teaching, there are many students quite as good or even better, but I feel that with her power she would be a perfect head of such a school.

I very much hope Sir Dorebbj will be able to decide soon after seeing Miss Devonshire as she will have to resign her present post to take the Indian one and cannot be out of work for long as she is not well off.

Sir Dorebbj and Lady Tata though they are convinced that a degree may cover a rather wooden and academic person, feel afraid that the absence of letters after Miss Devonshire's name may be detrimental to the success of the school. I cannot help feeling that this will not be so; directly they start on our lines with the twenty or thirty girls they know they can get at once, the delight of the girls in their work would prove to other parents that the school was worth supporting. As you know Ambleside students are in tremendous demand - the Begum of Bhopal at this moment cannot get one for her daughters, who are working in the Parents' Union School without this help. We are asked daily for students to fill big posts in schools and elsewhere. Last year one student was appointed at a salary of £600 a year as Principal of the Borough Road Polytechnic and another, without going through the usual mill, has just got an appointment in one of the Council Schools in Gloucestershire on Miss Mason's certificate.

MS p4 c18 286

I am quoting on a separate paper what Miss Devonshire herself says about the work.

Apologising for the length of this letter,

Believe me,

Yours sincerely,

P.S. I enclose some information as regards Miss Mason's work in private schools, which may interest you.